

### Pupil Premium Strategy Statement and projected expenditure for Yavneh College for 2017-18

Key Stage	Number of pupils	Amount per pupil	Total
KS3 (year 7-8)	24	£935	£22,440
KS4 (years 9-11)	36	£935	£33,660
LAC pupils	None	£1900	0
TOTAL	59		£56,100

Commitment	Process for monitoring	Expected Impact	REVIEW (to be completed in Summer 2018 by MK)
<p>Continue to run <b>fortnightly lunchtime revision/catch up sessions</b> for year 11 students. Parents to be emailed revision timetable by HOY.</p> <p>Approximate cost: £1300</p>	<p>Students under target to be <b>encouraged to attend</b>, parents to be emailed, registers taken to monitor attendance of students.</p> <p>Monitored by ADN, HODs, subject teachers</p>	<p>Underachieving students have <b>extra support</b> for each subject in year 11 across the year.</p>	<p><i><b>Fortnightly timetable</b> was produced by ADN in the first half term and emailed to all parents. Sessions <b>began after October half term</b> and ran until study leave.</i></p> <p><i>A number of departments held <b>tiered/targeted</b> revision sessions.</i></p> <p><i>An <b>extra year 11 revision day</b> was run on 10<sup>th</sup> April (during Pesach holidays) where <b>underachieving students</b> were invited to attend. PP students were given priority.</i></p> <p><b>Approximate cost: £8000</b></p>
<p>To establish a year 11 "<b>revision session loyalty card</b>" system whereby students collect signatures for every session they attend and are then able to <b>enter for a prize draw</b> (£10 and £20 pounds amazon</p>	<p>ADN to collect in cards every fortnight and <b>record the numbers</b> of students attending at least five sessions per fortnight.</p>	<p><b>Increase attendance</b> to departmental revision sessions.</p> <p>Create more of a "buzz" and <b>incentive</b> for attending these sessions.</p>	<p><i>This ran very successfully during the <b>first term</b> until the mock exams. Students were <b>very positive</b> about the cards and there was a <b>significant increase</b> in attendance at revision sessions and homework</i></p>

<p>vouchers) if they attend at least five sessions over a fortnight cycle.</p> <p>Approximate cost: £450</p>	<p>Loyalty cards can be used as a <b>monitoring device</b> (where necessary) to ensure students who are being mentored are attending sessions.</p>		<p><i>club. MK presented prizes (vouchers) in year 11 assemblies.</i></p>
<p>Continue to <b>utilise mentors</b> for KS4 students struggling to meet target grade in a <b>range of subjects</b> (set by HOY)</p> <p>Approximate cost: n/a</p>	<p>HOY to allocate students and mentors (staff). Pupil Premium students to be <b>given priority</b> in terms of available/suitable staff</p> <p>Monitored by MK, ADN (HOY 11), JC</p>	<p>Ensuring struggling students are given <b>more support</b> in school and made <b>more aware</b> and <b>more accountable</b> for their progress</p>	<p><i>This ran successfully <b>throughout the year</b> directed by ADN.</i></p> <p><i>In the final half term each member of SLT mentored <b>a number of underachieving</b> year 11 students.</i></p>
<p><b>New position on Senior Leadership Team</b> beginning in <b>September 2017</b> (MK). Key responsibilities include the <b>“Progress of the Key Groups”</b> including <b>Pupil Premium</b> students.</p> <p>Approximate cost: £27,000</p>	<p>Staff appraisal system</p> <p>Monitored by SL, SLT</p>	<p>Co-ordinated <b>whole school approach</b> to Pupil Premium <b>strategy and spending.</b></p>	<p><i>Development of <b>Key Groups register</b> shared with all staff to help identify PP students.</i></p> <p><i><b>Key Groups progress spreadsheet</b> shared with HODs updated after <b>every data collection</b> detailing <b>progress of all PP students</b> across all key stages</i></p> <p><i><b>“Pupil Premium First”</b> policy (staff room display)</i></p> <p><i>Department meeting agendas included a <b>fixed agenda item</b> of <b>“progress of key groups”</b></i></p> <p><i>MK ran <b>individual interventions</b> for <b>underachieving PP students</b> (below target in at least five subjects) and for <b>persistent absentees</b> (PP</i></p>

			<p><i>students below 90% attendance). Interventions all recorded on SIMS.</i></p> <p><b>PP students above target grade at GCSE (2017-18) = 44%</b> (2016-17 = 29%)</p> <p><b>PP students on/above target grade at GCSE (2017-18) = 70%</b> (2016-17 = 58%)</p>
<p>Continue to offer <b>full range of educational visits</b> and <b>extra-curricular</b> activities across all year groups. For example, subsidising Pupil Premium students to participate in the London Programme (year 9)</p> <p>Approximate cost: £8000</p>	<p>Ensure HODs and HOYs are aware of PP students who may need support and request this.</p> <p>Monitored by HF</p>	<p><b>Equality of opportunity</b> for all. <b>Raise aspirations</b> of all students through attendance on trips and new experiences.</p>	<p><i>Full range of trips were run this year and made available to all students.</i></p>
<p>Provision for <b>Homework Club</b> for KS3 and KS4 to be run after school from Monday to Thursday (16.00-18.00)</p> <p><b>Sixth form volunteers</b> (subject specific for English, Maths and Science) to be present on different days to offer one to one support for students.</p> <p>Approximate cost: £3800</p>	<p>Attendance figures to be monitored by MK. Attendance of sixth form to be monitored by MK</p> <p>Ensuring that Pupil Premium students who <b>continue to struggle with homework</b> are encouraged to attend Homework Club.</p> <p>To <b>include homework club</b> as a “reward point” for the year 11 “loyalty cards”</p> <p>Monitored by HOY, HODS</p>	<p><b>Reduce instances</b> of “no homework” from Pupil Premium students. Ensuring all students have <b>sufficient access</b> to resources/suitable working environment necessary to <b>complete homework effectively</b>.</p> <p>Sixth form helpers (subject prefects) are able to directly <b>support students</b>.</p> <p>The inclusion of attendance to homework club to the year 11</p>	<p><b>Overall attendance to Homework Club increased</b> this year, especially in the first term (largely as a result of year 11).</p> <p><i>Sixth Form volunteer system was quite effective in the first term but less effective after January. <b>Sixth Form Buddies</b> (prefects) to be used next year instead.</i></p>

		loyalty card will create more of an <b>incentive to attend.</b>	
Continue to provide <b>resources/equipment support</b> to Pupil Premium students where appropriate. This will include textbooks, revision guides, specialist materials for Art and Design students, <i>MathsWatch</i> (DVD), PE kit and school uniform (taken from lost property)  Approximate cost: £600	Ensure HODs and HOYs are aware of PP students who may need support and request this.  Monitored by HODs, PE department, Art department, HOY, HF	<b>Reduce instances</b> of “no equipment” from Pupil Premium students.  Ensuring all students have access to <b>full range of resources needed</b> in every subject and are able to participate fully in class.	<b>Equipment/Resources</b> were given to PP students <b>where necessary</b> (largely on an ad-hoc basis)
ADN (HOY 11) to once again run <b>Parent Intervention Evening</b> in Autumn Term.  Approximate cost: £200	ADN to invite parents of any students <b>under target in five or more subjects</b> in year 11.  Monitored by ADN, LL (data manager)	<b>To (further) engage and support parents</b> of students in year 11 who are struggling in a range of subjects. Session to focus on <b>supporting students with revision and providing information about resources.</b>	<i>This did not run this year.</i>
<b>Key Skills workshop</b> run by <b>Leeds University</b> to take place in December for underperforming year 11 students.  Approximate cost: n/a	MK to invite under performing year 11 students based on recommendations from ADN/LT/JC <b>Pupil Premium students to be given priority</b> as there is a limit to the size of the group.	Students to be <b>more confident</b> in utilising revision methods and techniques.	<i>This was a <b>well-attended</b> session with <b>positive responses</b> from students/parents. MK to run this again next year.</i>  <b>All underachieving</b> PP students were invited but not all attended.
Continue to utilise <b>progress</b> and <b>behaviour</b> reports for selected students.  Approximate cost: n/a	HOY to supervise implementation of pastoral <b>academic reports</b> where students are given three targets (relating to behaviour, effort, equipment, homework etc) where they need to <b>demonstrate progress</b>	<b>To improve student’s behavior and/or progress.</b> This process will ensure greater <b>individual scrutiny</b> of the selected students and identify areas for <b>future interventions</b> where necessary.	<i>HOYs <b>continued to utilise</b> these reports throughout the year.</i>

	<p>over a designated period in order to successfully complete the report process.</p> <p>Monitored by HOY</p>		
<p>Continue to <b>provide additional pastoral support</b> for <b>vulnerable students</b> including external agencies where necessary.</p> <p>Approximate cost: A proportion of £35,000 salary</p>	<p>Range of support/tracking provided through the role of the <b>Pastoral Managers at KS3 and KS4.</b></p> <p>Monitored by HOY, CS, HC</p>	<p>To improve <b>overall wellbeing</b> of all students.</p>	<p><i>A <b>range of interventions and support</b> put in place for vulnerable students throughout the year.</i></p> <p><i>MK <b>regularly liaised with PMs</b> and flagged up any issues arising from MK's intervention meetings with students <b>where further action was needed.</b></i></p>
<p>Provide <b>attendance admin and pastoral support</b> as well as utilising Education Liaison Officer.</p> <p>Approximate cost: n/a</p>	<p><b>Daily attendance report</b> sent to CS (attendance officer) and <b>weekly automated attendance reports</b> to be sent to HOYs, PMs, JC and MK.</p> <p>Monitored by LW</p> <p><b>Implementation of new attendance policy</b> (starting in September 2017) incorporating a more <b>robust and coordinated approach</b> to long term absenteeism.</p> <p>Monitored by CS (attendance officer), JC, MK</p> <p>Half termly <b>Assessment Data Collection</b> including a section on attendance flagging up any student</p>	<p>To <b>increase Pupil Premium attendance</b> and to lower the "percentage gap" with from "All" students.</p> <p><u>Context:</u>  Overall PP attendance (2016-17) = <b>93.2%</b>  Overall percentage gap (2016-17) = <b>0.81%</b></p>	<p><b>Regular data collections</b> informed MK's <b>attendance interventions.</b></p> <p><i>MK regularly liaised with CS/JC in order <b>flag any issues</b> arising from intervention meetings with students leading to further action.</i></p> <p><i>New attendance policy <b>successfully implemented.</b></i></p> <p><i>Attendance figures (2017-18) = <b>93.2%</b></i>  <i>Overall percentage gap (2017-18) = <b>1.20%</b></i></p>

	<p><b>falling below 95% over the course of the half term</b> be sent to HOYs, PMs, JC, MK.</p> <p>Monitored by LL</p>		
<p>Provide <b>one on one support and mentoring</b> for any Pupil Premium student whose attendance falls below 90%.</p> <p>Approximate cost: n/a</p>	<p><b>MK to meet every fortnight</b> with any Pupil Premium student whose attendance falls below 90%. MK to <b>monitor attendance with each student</b> and <b>follow up with any issues raised</b> with CS/JC where necessary.</p> <p>MK to <b>track attendance</b> of all Pupil Premium students through <b>half termly data collection</b>.</p> <p>Details of each individual intervention (and attendance target setting) to be recorded on SIMS.</p>	<p>To <b>increase Pupil Premium attendance</b> and to lower the “percentage gap” with from “All” students.</p>	<p><i>MK ran <b>fortnightly intervention meetings</b> for all PP students whose <b>attendance fell below 90%</b> (persistent absentees).</i></p> <p><i>Out of a total of 16 PP students: <b>68% of pupils improved attendance</b> as a result of MK intervention.</i></p> <p><i>NOTE: <b>50%</b> of pupils whose attendance did not improve are <b>no longer on role</b>.</i></p>
<p>Provisions for <b>additional rewards</b> and incentives for <b>improved</b> and <b>consistently high</b> attendance. For example, this will involve a greater focus on <b>attendance certificates/prizes</b> during termly achievement assemblies as well as further <b>embedding attendance</b> into the Yavneh House system.</p> <p>Approximate cost: £100</p>	<p><b>As above.</b></p> <p>Monitored by MK, CS, LL, LW, HOYs, JC, IT (House System)</p>	<p><b>As above</b></p>	<p><b>More rewards</b> (certificates and prizes) incorporated into achievement assemblies and House system.</p>

<p>Continue to provide <b>Literacy Support</b> and <b>Numeracy Support</b> run by the SEND department for years 7-11. This constitutes a 25 minute session (run one day per week per year group)</p> <p>Approximate cost: £7,000</p>	<p>SEND department select <b>12-14 students from each year group</b> based on <b>KS2 data (year 7) and KS3/KS4 report windows</b> as well as referral by HOY/subject teachers. <b>Progress of students tracked</b> through half termly assessment report window.</p> <p>Monitored by LT, HLTAs, LSAs</p>	<p>To <b>increase achievement</b> (and confidence) in <b>English and Maths of selected students</b> with a view to “close the gap” between predicted target levels and minimum target grades.</p>	<p><i>HLTAs ran these interventions successfully over the year. Interventions recorded on SIMS.</i></p>
<p>Continue to provide <b>Behaviour Support Programme</b> run by the SEND department. This constitutes a <b>six week programme</b> focusing on a range of different aspects of behaviour e.g. volume control, anger management.</p> <p>Approximate cost: £3,000</p>	<p>Students given specific targets to manage/improve behaviour. Fortnightly meetings with LT/PMs/HOY to discuss progress of students.</p> <p>Monitored by LT, HLTAs, LSAs</p>	<p>To <b>reduce recurring poor behaviour</b> incidents of selected students and provide them with <b>better understanding</b> of behaviour issues and <b>strategies</b> to improve. Close monitoring of progress of students will allow for further sanctions/interventions to take place where necessary.</p>	<p><i>HLTAs ran these interventions successfully over the year. Interventions recorded on SIMS.</i></p>
<p>To pilot a <b>“departmental auction”</b> for a set amount of money allocated from the Pupil Premium budget</p> <p>Approximate cost: £500</p>	<p>HODs to submit bids (with action plans) to MK which will then be <b>reviewed by SLT</b> and allocated accordingly.</p> <p>Monitored by MK</p>	<p>To support <b>additional departmental provision(s)</b> for Pupil Premium Students where a specific “need” is identified.</p>	<p><i>The majority of HODs asked to use the money for <b>incentives to boost attendance</b> to revision lessons. This is where the money for the <b>“loyalty card” system</b> was used.</i></p>